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ABSTRACT

A case study is presented that used the methods of Generic Design Science to conduct strategic planning for the Department of Communication at George Mason University, Fairfax, Virginia. Applied in the context of an academic environment, the methods yielded a comprehensive management and planning design for focusing administration and faculty efforts over a 3-year period. The products of the design work include: (1) an intent structure of objectives; (2) alternative options for accomplishing the objectives; (3) a 3-year departmental plan; and (4) a mission statement. In the judgment of the departmental chair, the approach has been of benefit to the department in establishing a standard for continuous planning and design. Equally important, the faculty has identified priorities to guide the development of curriculum, research, and allocation of resources. A mission statement, the structural model, and an options profile are included. Contains nine references. (Author/GLR)

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LONG-RANGE PLANNING IN A UNIVERSITY SETTING: A CASE STUDY

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LONG-RANGE PLANNING IN A UNIVERSITY SETTING:

A CASE STUDY

ABSTRACT

This case study describes the use of the methods of Generic Design Science (Warfield, 1976) to conduct strategic planning for the Department of Communication at George Mason University. Applied in the context of an academic environment, the science yielded a comprehensive management and planning design for focusing administration and faculty efforts over a three-year period.

The products of the design work include an intent structure of objectives, alternative options for accomplishing the objectives, a three-year departmental plan, and a mission statement.

In the judgment of the departmental chair, the approach has been of benefit to the department in establishing a standard for continuous planning and design. Equally important, the faculty has identified priorities which guide the development of curriculum, research, and allocation of resources.

LONG-RANGE PLANNING IN A UNIVERSITY SETTING: A CASE STUDY

INTRODUCTION

Most organizational theorists today characterize organizations as open socio-technical systems (see, for example, Kast and Rosenzweig, 1981; Katz and Kahn, 1978). As Jackson (1988) points out, from an open systems perspective organizations seek to pursue goals in often volatile environments. In this environment the human and social aspect assume utmost importance because they "depend for their viability on the establishment of shared understandings among their members about goals to be pursued" (Jackson, 1988, p. 201). Checkland (1983) suggests that most organizational problems arise from the meanings and perceptions of the organization's members. These organizational problems stem from lack of agreement about goals and objectives among the different "actors."

In order to solve such organizational problems it is necessary to engage the organizational members in participatory goal setting and planning activities. As Jackson (1988) states: "There is a need to understand social interaction and to promote mutual understanding among different organizational participants" (p. 202). This need for participative planning is given a clear logical basis by Simon (1976). He shows that it is impossible for the behavior of a single, isolated individual to reach any high degree of rationality. [This is true of even the most enlightened leaders.] The single individual is limited by

incompleteness of knowledge about the problem, difficulties of anticipation of future consequences of actions, and limited scope of alternatives for dealing with the situation. Integrative planning requires group work for purposes of coordination, communication, and acceptance.

Perhaps nowhere is the thinking of the above theorists more true than in the university setting. The major processes and the major products of the university involve people. Thus the human and the social dimensions assume utmost importance. Many departments within universities have indeed adopted participatory styles of management, yet they seldom engage in adequate long-range planning concerning the goals and objectives of the department. In order to survive within the "volatile" environment of the university setting, it is imperative that attention be given to long-range planning efforts. And these planning efforts must involve the departmental members in a way that will efficiently utilize their time and effectively direct their energies.

The purpose of this paper is to report on the long-range planning efforts of the Communication Department at George Mason University. The department has worked over a one and one-half year period to develop a long-range plan for meeting the demands of the changing environment characterizing a fast-growing university.

BACKGROUND

George Mason University is a publicly funded institution with approximately 13,000 full-time students, offering both undergraduate and graduate degrees through the Ph.D level in a variety of disciplines. The Department of Communication has nine full-time faculty, including the chair, comprised of three Assistant Professors, three Associate Professors, and three Full Professors. There are also approximately 30 part-time instructors and graduate assistants teaching various classes. There are approximately 500 undergraduate majors. No graduate degree in communication is offered at the present time.

At the time the planning process started, a new departmental chairman had been hired from outside the university. The new chair came to George Mason University from a position as Director of Educational Services at the national office of the Speech Communication Association. Because of the proximity of the national office to the university, the chair had previously been affiliated with the department, including the teaching of several courses as adjunct professor.

Past efforts at strategic planning of the department followed a traditional approach common in U. S. university settings, in this case devoting one-day sessions to solve one or two specific problems. A significant amount of faculty time was spent making decisions that would be unnecessary had an adequate long-range plan existed to guide the chair. While the department had traditionally taken a participative approach to problem-solving and decision-making, discussion was often unfocused and repetitive, with significant divisions occurring within the

faculty on many important issues.

The appointment of a new chairman provided the impetus for initiating a systematic effort at long-range planning. To engage in this planning, the department engaged the services of the Center for Interactive Management, which practices a systems approach to long-range planning (see Warfield, 1976; Christakis, Keever and Warfield, 1987). The chairman viewed the Interactive Management process as a way to discover and elicit faculty perspectives on events within the university and in the Department of Communication. At the same time, the chairman saw the long-range planning process as a vehicle for helping faculty work together more closely as a unit.

According to the chairman, who participated in all planning sessions, the generic design process allowed the faculty to explore the entire spectrum of issues facing the department, especially goals or objectives the department should strive to achieve and options for achieving those goals.

THE LONG-RANGE PLANNING PROCESS

The department started work on the long-range plan during August of 1987 and continued through the 1987-88 academic year, completing the final phase in June of 1988. Three phases of planning were involved during which a staff member of the Center for Interactive Management facilitated the planning sessions, held in a dedicated facility supporting the methods. First, goals and objectives were developed and organized into an intent structure. Second, options for meeting departmental goals and

objectives were developed and organized in the form of an Options Field. Third, an Options Profile was developed representing a three-year plan for the department.

Phase I: Developing an Intent Structure

The Nominal Group Technique (NGT) methodology (Delbeq, Van de Ven, and Gustafson, 1975) was used to allow the faculty members to generate and clarify a list of 92 objectives that would characterize the Communication Department of the future. The NGT triggering question was: "What should be the objectives (or goals) of the Communication Department of the future?" The process of identifying, clarifying, and structuring objectives was accomplished in two days.

After editing and clarifying the objectives, the facilitator used the Interpretive Structural Modeling (ISM) methodology (Warfield, 1976) to enable the faculty to construct an intent structure. The resulting structural model is shown in Figure 1. To develop the intent structure, participants considered the following contextual relationship among the objectives:

"In developing the Communication Department of the future, will the achievement of

A

support the achievement of

B

?"

where "A" represents one objective and "B" represents another. Participants selected 25 objectives as the more important ones to organize using the contextual relationship, as determined by

voting.

<<<Figure 1 here >>>

This contextual relationship is shown on the structural model (Figure 1) by a solid line with an arrow joining the boxes. The organization of objectives indicates which objectives, when completed or acted upon, will help support the achievement of other objectives. Where there is a cluster of objectives within a box, those objectives are judged to be interdependent and considered to mutually support the achievement of another objective or objectives within the box.

This contextual relationship, however, does not give an indication of the relative priority of the objectives. To determine which objectives were judged to be of higher priority, the faculty ranked each statement using a one-to-five scale, with five representing a high score. Those objectives receiving the highest ranks were:

- To increase the visibility of the Department within the university.
- To demonstrate to the GMU community the centrality of communication studies to university strategy.
- To increase OTPS resources.
- To promote quality faculty scholarship.
- To improve our status and importance vis-a-vis the university community.

The intent structure, priority ranking, and list of 92 objectives are the products from the first phase activities and the foundation on which the design of a long-range plan will be based.

Phase II: Developing an Options Field for Departmental Strategic Planning

The second phase of planning involved generating options for achieving departmental objectives and organizing the options into an Options Field (OF), a task completed in two days of work. The NGT methodology was used to allow participants to generate, clarify, and edit a list of 120 individual options based on the triggering question: "What are options for achieving the goals and objectives of the Communication Department of the future?"

The ISM methodology was used three times with three different contextual relationships to assist in organizing the 120 options. First, options were organized into categories. Second, the dependency of the categories was tested. Third, the categories were organized in a sequence for choice-making.

The contextual relationship used to organize the options into 21 categories was:

"In the context of achieving the goals and objectives of the communication department, does option:

A

belong in the same category as option

B

?"

where "A" represents one option and "B" represents another.

After categorizing the options, the group tested the dependency of design dimensions. Pairs of options were considered in the following contextual relationship:

"Will choices in category

A

significantly restrict choices in category

B

?"

where "A" and "B" are the category labels given by the participants for the preliminary set of design dimensions. This work resulted in the identification of ten categories in which option selections are relatively independent and 11 categories in which strong choice interdependencies exist.

The ISM methodology was used a third time to organize the categories in a sequence for selecting options from the categories. The contextual relationship used was:

"In developing plans for achieving the objectives of the communication department, should choices be made in category

A

before choices in category

B

?"

where "A" represents a category title and "B" represents another category title.

Once the task of sequencing the categories in a priority relationship was completed, the faculty had an Options Field (OF) which contained a list of independent and interdependent options which could be selected for accomplishing the departmental objectives identified in the Intent Structure (Figure 1). The 21 categories of options as they were sequenced are as follows:

A1. Mission
A2. Curriculum/Program Development
A3. Department Policies and Procedures
A4. Departmental Connections
A5. Co-Curricular Activities
A6. Basic Course
A7. Faculty Fiscal
B. Acceptance/Advising Policies
C. Internal/External Relations
D. Scholarship Development
E. Development Strategies
F. Part-Time Staffing
G. External Funding Strategies
H. OTPS Resources
I. Full-Time Staffing
J. Teacher Development
K. Conferencing
L. Continuing Education Issues
M1. Planning Horizon
M2. Lead Responsibility
M3. Informal Networks

Interdependent categories are labeled A1 through A7 and M1 through M3.

Phase III: Developing a Three-Year Plan for the Department

The final step in the planning process is to develop an Options Profile (OP) by making choices in the context of time, resources, and priorities of the departmental objectives. As seen in Table 1, the faculty developed an option to create a mission statement for the department and organized this as the first and only option for choice-making in Category A1. It was determined that additional work on developing an Options Profile should not proceed until a mission statement was completed since it would significantly inform the subsequent selection of choices throughout the Options Field. The faculty met over a two-month period to complete a mission statement before resuming their design work. Table 1 shows the completed mission statement.

<<< Table 1 here >>>

Constructing an Options Profile

The faculty met over a period of a day and a half to construct an Options Profile (OP) from the Options Field. Choice making was guided by the research, teaching, and service components of the mission statement. The context for implementing the selected options was set at a three-year horizon, assuming existing resources with the usual annual adjustments. In addition to setting a planning horizon, the faculty identified roles and lead responsibility for accomplishing the chosen options. Figure 2 shows the Options Profile representing those options with responsibility for implementation assigned to the department chair.

<<<Figure 2 here >>>

USE OF THE DESIGN PRODUCTS

The products of the design work (the intent structure, Options Field, Options Profile, and mission statement) facilitate the organization and effectiveness of the department. They are contained in a single three-ring notebook which the Department Chairman continuously refers to during planning and meeting activities. The mission statement guides the faculty in work on department bylaws and in evaluating members of the academic staff. The Dean of the College of Arts and Sciences (CAS) has distributed the mission statement to other CAS departments as a model of what other departments should have.

The department chairman's planning and management decisions

are guided by the choices indicated in the Options Profile and the priorities identified in the intent structure. An example of how the design work has been the driving force behind department activity is illustrated in the following activities undertaken in the first year of the plan.

The chairman allocated a high percentage of his time to accomplishing objective #2 of the intent structure, "To increase the visibility of the department within the university." This objective was ranked along with objective #37 as the highest priority (4.8 on a scale of 5). With objective #2 in mind, the chairman:

1) Held three well-publicized faculty lectures on campus.
2) Scheduled periodic informal meetings between the chair and other university administrators.
3) Accepted a grant from the University of Kansas to host ten Korean journalists on campus.
4) Held a breakfast for the president of the university to speak to the Korean journalists.
5) Spent additional, voluntary time working on several university committees when the opportunity arose rather than limiting participation to only one pre-assigned committee.

Items #1 and #2 above are in the Options Profile and items #3 and #4 are not. However, because the chairman knew and understood the priorities of the department, he was able to accept the grant (#3) without holding a faculty meeting first. The breakfast (#4) was a logical next step.

In the area of curriculum development, the expressed concern of the faculty for including an international dimension in communication courses was the deciding factor in involving the campus international student group with undergraduate students in the Communication 100 class. In addition, when there was a question of teaching either a course in policy control or global

communication, global communication was chosen because of its international perspective.

CONCLUSIONS

The interactive design process facilitated the integration of diverse values, attitudes, and priorities of academic staff into a comprehensive departmental plan. Where there had been no clearly defined objectives, there now was a logical structure of intent. Where there had been no articulated focus of the department, there now was a mission statement. Where there had been competition for resources and conflict over priorities, there now was cooperation and coordination.

There are, however, priorities that have not been addressed in the first year and unresolved issues remain. Priorities to be addressed in the second year are the bylaws, course load, and the curriculum for the major.

The chair states that the planning experience helped to build cohesiveness in the department and to motivate the faculty. In his words, it was a "socially binding activity," helping to "create harmony" within the department. In addition, the chair finds value in the planning process as a useful management tool. He states:

> I see other department chairmen agonizing over things, but it is so easy for me to make some decisions as chairman because I've gone through that process. I have a different sense of department decision making that no other chairman has.

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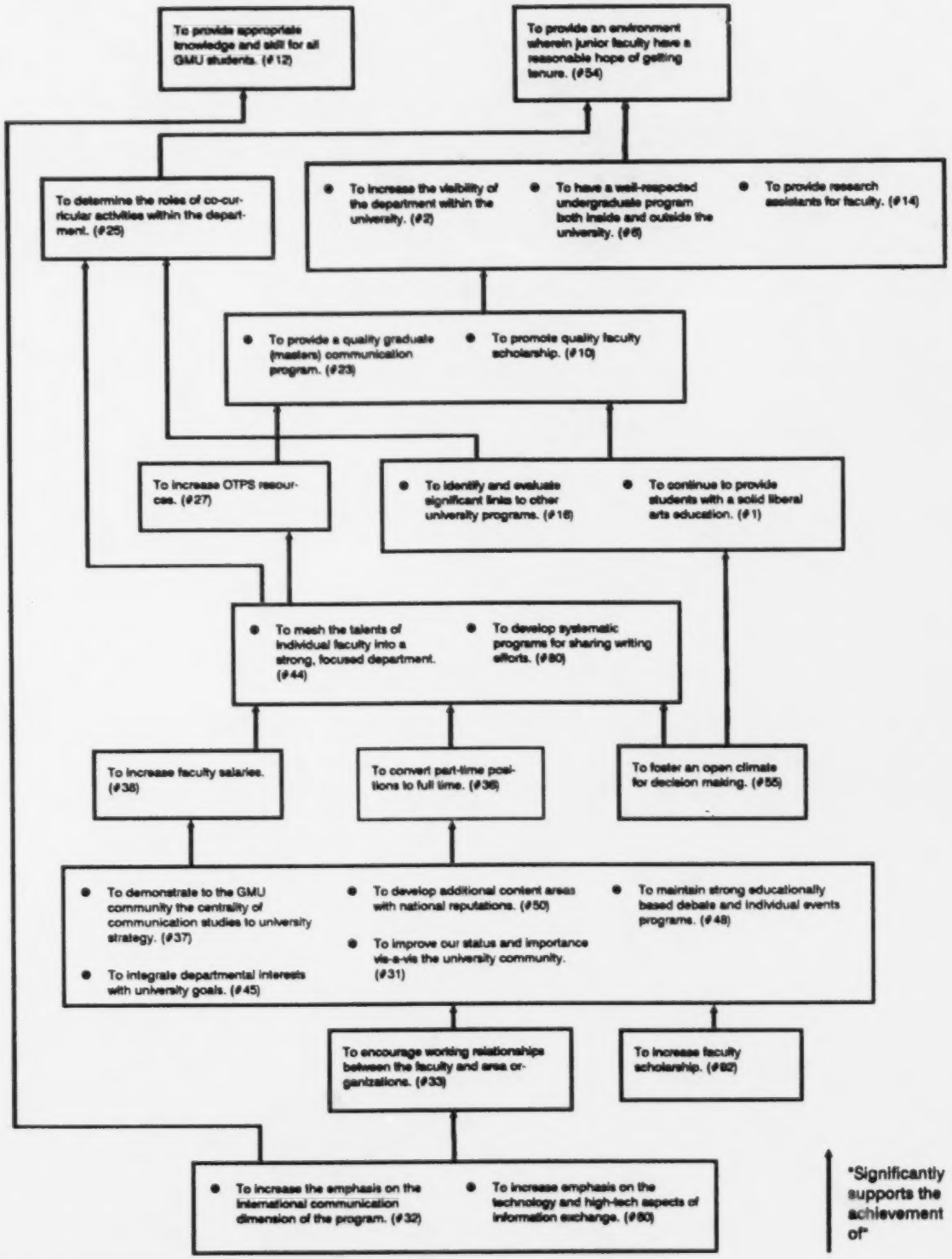
To provide appropriate knowledge and skill for all GMU students. (#12)
To provide an environment wherein junior faculty have a reasonable hope of getting tenure. (#54)
To determine the roles of co-curricular activities within the department. (#25)
To increase the visibility of the department within the university. (#2)
To have a well-respected undergraduate program both inside and outside the university. (#6)
To provide research assistants for faculty. (#14)
To provide a quality graduate (masters) communication program. (#23)
To promote quality faculty scholarship. (#10)
To increase OTPS resources. (#27)
To identify and evaluate significant links to other university programs. (#16)
To continue to provide students with a solid liberal arts education. (#1)
To mesh the talents of individual faculty into a strong, focused department. (#44)
To develop systematic programs for sharing writing efforts. (#80)
To increase faculty salaries. (#38)
To convert part-time positions to full time. (#36)
To foster an open climate for decision making. (#55)
To demonstrate to the GMU community the centrality of communication studies to university strategy. (#37)
To develop additional content areas with national reputations. (#50)
To maintain strong educationally based debate and individual events programs. (#48)
To integrate departmental interests with university goals. (#45)
To improve our status and importance vis-a-vis the university community. (#31)
To encourage working relationships between the faculty and area organizations. (#33)
To increase faculty scholarship. (#82)
To increase the emphasis on the international communication dimension of the program. (#32)
To increase emphasis on the technology and high-tech aspects of information exchange. (#60)
Significantly supports the achievement of

Figure 1 Amended structure of the objectives of the Communication Department of the future.

MISSION STATEMENT
DEPARTMENT OF COMMUNICATION

The mission of the Department of Communication at George Mason University is to promote the development of theory and practice of communication in interpersonal, public, and mass media contexts through research, teaching, and service to the University, the GMU community, and the profession.

The Department of Communication studies the centrality of communication to human behavior. The faculty examine the artistic, humanistic, and scientific principles of communication. The department seeks to integrate historical perspectives and contemporary knowledge about communication.

Research and teaching reflect the broad spectrum of communication in a variety of contexts. Contexts mediated by the human voice and electronically mediated communication endeavors are considered essential to understanding the communication process. Thus, studies range from the dynamics of dyadic and small group communication to the complexities of organizational and public communication to the societal implications of print media, radio, television, and telecommunications. Communication processes are studied in families and friendships, groups and organizations, and across cultural boundaries.

The study and practice of communication contribute directly to the mission of the university, particularly to current emphases in general education, public policy development, and the humanities and performing arts. At the same time, the department helps students to improve communication in their daily lives, whether as citizens, as productive workers or in families and other personal relationships.

RESEARCH

The Department of Communication seeks to provide an environment in which its faculty can pursue research and scholarship that:

- Contribute to the development of theory and practice of communication;
- Enlarge the body of knowledge in the communication discipline;
- Incorporate research findings in classroom instruction; and
- Respond to the research needs of the GMU community.

TEACHING

The Department of Communication seeks to provide quality instruction that:

- Provides communication majors with a broad understanding of the discipline (interpersonal, public, and mass communication) as well as the opportunity to focus in a chosen content area;
- Prepares communication majors for entry-level professional work or for graduate study in communication or related disciplines;
- Offers graduate students at GMU opportunity to engage in advanced study in areas of departmental strength;
- Offers students not majoring in communication opportunity to learn communicaion principles and skills applicable to their personal and occupational interests;
- Offers students pursuing general education requirements opportunity to learn basic communication principles and skills;
- Enables students in communication courses to:
  - (a) develop critical and analytical modes of thought and to make rigorous, honorable decisions;
  - (b) interpret the complex questions facing them and society;
  - (c) interpret critical issues facing society from a global perspective;
  - (d) interact with others in a rhetorically- sensitive, empathic and self-confident manner;
  - (e) understand the impact of cultural diversity upon human communication as represented by differences in race, sex, national origin, or handicapping condition;
  - (f) understand the technological influences upon the delivery, creation and interpretation of messages;
- Enhances the GMU community's understanding of freedom of speech, the press, and the media as an essential element to a democratic society; and

SERVICE

The Department of Communication seeks to:

- Serve the students, department, college, and the university through activities such as advising, committee participation and leadership, media productions, public lectures, training, and consultation;
- Serve the communication profession and discipline by providing leadership in state, regional, national, and international organizations; and
- Serve as a resource to education, government, private enterprise, and associations in Northern Virginia, the Commonwealth, the nation, and internationally.

Table 1. Mission Statement of the Department of Communication, George Mason University.

FIGURE 2
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

A1. MISSION

- ARTICULATE AND AGREE UPON A MISSION STATEMENT FOR THE DEPARTMENT. (#65)

A2. CURRICULUM/PROGRAM DEVELOPMENT

- PROPOSE APPROPRIATE, NEW INTERNATIONAL COMMUNICATION COURSES. (#1)
- EXAMINE ALL COURSE OFFERINGS FOR APPROPRIATE WAYS TO INTEGRATE INFORMATION ABOUT INTERNATIONAL COMMUNICATION AND INFORMATION TECHNOLOGY INTO THE PROGRAM. (#6)
- SUPPORT AND BECOME A HUB TO THE MAIS IN TELECOMMUNICATION. (#9)
- EXAMINE THE MA DEGREE PROPOSAL FOR APPROPRIATE INTEGRATION OF INTERNATIONAL COMMUNICATION AND INFORMATION TECHNOLOGY INTO THE PROGRAM. (#14)
- DEVELOP A 100 OR 200 LEVEL COURSE THAT WOULD PROVIDE AN INTRODUCTION TO MASS COMMUNICATION AND INTERNATIONAL COMMUNICATION. (#22)
- EXAMINE COMMUNICATION AND OTHER DEPARTMENT COURSE OFFERINGS TO DETERMINE IF ADDITIONAL COURSES RELATED TO INTERNATIONAL COMMUNICATION AND HIGH TECHNOLOGY SHOULD BE CREATED. (#30)
- SUBMIT AN MA DEGREE PROPOSAL; LOBBY TO INSURE ITS APPROVAL. (#73)
- USE OUR OWN COURSES TO DEVELOP DEPARTMENT SUPPORT. (#80)
- INCREASE OFFERINGS OF INTERNATIONAL COURSES WHICH INCLUDE FIELD STUDIES IN OTHER COUNTRIES. (#83)
- EXAMINE VARIOUS COMMUNICATION COURSES TO DETERMINE THEIR INTERRELATEDNESS. (#90)
- PROPOSE THE ADMINISTRATIVE HOME FOR THE TELECOMMUNICATION MAIS BE THE COMMUNICATION DEPARTMENT WITH APPROPRIATE SUPPORT. (#91)
- EXAMINE REDUNDENCIES BETWEEN COMMBUNICATION COURSES AND THOSE INOTHER DEPARTMENTS AND RERSPOND APPROPRIATELY. (#115)
- BEGIN TO COLLECT DATA TO SUPPORT OUR CLAIM TO HOUSE THE MAIS IN TELECOMMUNICATION. (#121)
- ACQUIRE HIGH-QUALITY MEDIA PRODUCTION CENTER (#123)
- DEVELOP A SPEECH COMMUNICATION TEACHER PREPARATION PROGRAM. (#128)

TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

A2. (CONT'D)

- DEVELOP COURSE WORK IN PUBLIC POLICY DECISION MAKING. (#132)
- RETROFIT COURSE OFFERINGS TO BETTER FIT UNIVERSITY GOALS. (#133)
- MONITOR CAS DEAN TO KEEP MAIS IN TELECOMMUNICATIONS IN CAS. (#136)

A3. DEPARTMENT POLICIES AND PROCEDURES

- ESTABLISH SOME CLEAR AND CONSISTENT POLICIES CONCERNING TEACHING LOADS. (#11)
- MONITOR ASSIGNMENT OF GRADES FOR CONSISTENCY. (#15)
- OFFER EXPLANATIONS TO FACULTY WHEN STANDARD POLICIES AND PROCEDURES CANNOT BE FOLLOWED. (#19)
- PROHIBIT OVERLOAD TEACHING. (#31)
- DECREASE FACULTY COMMITTEE ASSIGNMENTS. (#56)
- REWARD RESEARCH PRODUCTIVITY MORE HIGHLY IN ANNUAL MERIT SALARY AWARDS. (#63)
- REWARD PUBLIC SERVICE PRODUCTIVITY MORE HIGHLY IN ANNUAL MERIT SALARY AWARDS. (#141)
- CONDUCT A THOROUGH POST-EVALUATION OF FIELD STUDIES. (#84)
- ALLOCATE RESEARCH ASSISTANTS EQUALLY. (#85)
- ALLOCATE RESEARCH ASSISTANTS BY PROJECT. (#86)
- MAKE DEPARTMENTAL DECISIONS CONCERNING RELEASED TIME FOR DEPARTMENTAL ACTIVITIES. (#93)
- PROHIBIT THE EVALUATION OF THE LEARNING EXPERIENCE IN COMMUNICATION COURSES BY UNDERGRADUATES. (#96)
- REDEFINE RENEWAL AND PROMOTION TENURE GUIDELINES IN THE DEPARTMENT. (#102)
- FIND A WAY TO ELIMINATE THE NECESSITY OF SUMMER DEPARTMENTAL COMMITMENT. (#111)
- ESTABLISH DEPARTMENTAL CRITERIA FOR DEPARTMENT MERIT SALARY DECISIONS (#117)
- PROVIDE RELEASE TIME FOR PRE-COMM/ACCEPTANCE ADVISING. (#125)
- NO UNDERGRADUATE WILL PARTICIPATE AS INSTRUCTOR'S AID (IA) IN COMMUNICATION COURSES. (#134)
- CHANGE THE NAME "IA" TO "TUTOR." (#135)
- BASE DEPARTMENTAL DECISIONS ON A "CONSENSUS" AS DEFINED BY CONSENSUS (CHART) WITH MAJORITY VOTE RESERVED FOR SPECIAL OCCASIONS. (#137)
- PROVIDE RELEASE TIME FOR CO-CURRICULAR ACTIVITIES. (#143)
- EVALUATION OF WORKSHOPS AND FACULTY. (#144)

TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

A4. DEPARTMENTAL CONNECTIONS

- MAKE DEPARTMENTAL REVIEWS CONCERNING REPLACED TEACHING TIME TO OTHER DEPARTMENTS AND PROGRAMS. (#27)
- ASSESS THE ASSETS AND LIABILITIES OF FACULTY/DEPARTMENT INVOLVEMENT IN OTHER PROGRAMS. (#35)
- EXAMINE COMMUNICATION AND OTHER DEPARTMENT COURSES TO DETERMINE IF EXISTING COURSES IN OTHER DEPARTMENTS SHOULD BE CROSS-LISTED IN COMMUNICATION. (#36)
- CONTINUE WORK WITH MAIS. (#43)
- CONTINUE TO WORK WITH PUBLIC AFFAIRS. (#48)
- INCREASE IN-DEPARTMENT TEACHING. (#104)
- EVALUATE OUR CONNECTION WITH THE CENTER FOR ANALYSIS AND RESOLUTION OF CONFLICT. (#107)
- SET SPECIFIC GOALS FOR DEPARTMENT INVOLVEMENT IN PROGRAMS AND ACTIVITIES OUTSIDE THE DEPARTMENT. (#122)
- CONTINUE TO WORK WITH CIM. (#138)

A5. CO-CURRICULAR ACTIVITIES

- ELIMINATE ALL CO-CURRICULAR ACTIVITIES IN THE DEPARTMENT. (#40)
- SET SPECIFIC GOALS FOR CO-CURRICULAR ACTIVITIES IN THE DEPARTMENT. (#45) (See #33)
- OUTLINE DEPARTMENT SUPPORT FOR CO-CURRICULAR ACTIVITIES BASED ON SPECIFIC GOALS. (#50)
- DEVELOP REGIONALLY RECOGNIZED RADIO STATION. (#98)
- DETERMINE CO-CURRICULAR ACTIVITIES IN THE COMM DEPT. (#142)

  1) FORENSICS
  2) DEBATE
  3) RADIO
  4) BROADSIDE
  5) YEARBOOK

  ALL SATISFYING THE FOLLOWING SET OF CRITERIA:

  A) CREDIT/NON-CREDIT
  B) UNIVERSITY FUNDING
  C) DISCIPLINE-RELATED SKILLS
  D) APPLICATIONS DEVELOPMENT

- MAKE ANY NECESSARY DISTINCTIONS AMONG CO-CURRICULAR ACTIVITIES (#145)

TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

A6. BASIC COURSE

- REPLACE COMMUNICATION COURSES THAT USE UNDERGRADUATE ASSISTANCE. (#38)
- IDENTIFY ONE COURSE AS THE BASIC COURSE. (#110)
- ESTABLISH A FIVE-YEAR PLAN FOR DELIVERY OF GENERAL EDUCATION COURSES. (#118)
- EXAMINE COMMUNICATION GENERAL EDUCATION COURSES FOR APPROPRIATENESS OF GOAL AND OBJECTIVES AT GMU. (#139)
- STOP PROVIDING COMMUNICATION GENERAL EDUCATION COURSES IF THE FIVE-YEAR PLAN IS NOT IMPLEMENTED. (#140)

A7. FACULTY FISCAL

- ENCOURAGE FACULTY TO PURSUE OUTSIDE CONSULTING JOBS. (#59)
- FIND A WAY TO ELIMINATE THE NECESSITY OF SUMMER TEACHING. (#94)
- SUPPORT STATE PAYROLL PROCEDURES THAT PROVIDE 12-PAY OPTIONS FOR TEN-MONTH CONTRACTS. (#116)
- LOBBY FOR SALARY INCREASES WITHIN THE UNIVERSITY HIERARCHY. (#147)

B. ACCEPTANCE/ADVISING POLICIES

- CHANGE THE SCREENING PROCEDURES FOR PRE-COMMUNICATION APPLICANTS. (#20)
- INSURE THAT A LONG-TERM AND CLEARLY COMMUNICATED STANDARD FOR ACCEPTANCE INTO THE COMMUNICATION MAJOR EXISTS. (#28)
- DEVELOP BETTER PROCEDURES FOR ADVISING. (#39)
- ENCOURAGE COMMUNICATION SENIORS TO ENROLL IN 500 LEVEL COURSES WHEN OFFERED. (#41)
- DISCUSS, CLARIFY, AND PRODUCE CONCENTRATION AREAS WITHIN THE DEPARTMENT. (#76)
- SIMPLIFY ACCEPTANCE STANDARDS, CRITERIA AND PROCEDURES. (#92)
- ELIMINATE SCREENING PROCEDURES FOR ACCEPTANCE INTO COMMUNICATION MAJOR. (#120)
- MAINTAIN CONTINUITY FOR PRE-COMM/ACCEPTANCE ADVISING. (#124)
- ESTABLISH A JOINT TASK FORCE WITH UNIVERSITY ADMINISTRATORS TO RESOLVE THE COMMUNICATION RESOURCE ISSUE. (#148)

TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

C. INTERNAL/EXTERNAL RELATIONS

- DISSEMINATE A DEPARTMENT NEWSLETTER TO ALUMNI TWICE A YEAR. (#2)
- KEEP FACULTY MEMBERS CONTINUALLY APPRISED OF THE WORK (RESEARCH, TEACHING, CONSULTING, PUBLISHING, PROFESSIONAL OFFICES, ETC.) OF OUR FACULTY. (#3)
- EACH FACULTY MEMBER SHOULD PRESENT A MAJOR, WELL-PUBLICIZED LECTURE ON CAMPUS AT LEAST ONCE EACH ACADEMIC YEAR. (#12)
- ESTABLISH A TEAM TO EXPLAIN/DEMONSTRATE TO UNIVERSITY (ADMINISTRATION AND FACULTY) THE CENTRALITY OF COMMUNICATION. (#25)
- ESTABLISH A PROMOTIONS PERSON/GROUP FOR THE COMMUNICATION DEPARTMENT FOR UNIVERSITY AND COMMUNITY. (#52)
- IDENTIFY A PERSON RESPONSIBLE FOR DEVELOPING A SYSTEMATIC METHOD FOR DISSEMINATING INFORMATION ABOUT THE DEPARTMENT TO THE UNIVERSITY COMMUNITY AND THE COMMUNITY AT LARGE. (#69)
- ESTABLISH AN ONGOING COMMUNICATION ADVISORY GROUP COMPRISED OF REPRESENTATIVES OF AREA ORGANIZATIONS. (#55)
- INCREASE PUBLICITY WITHIN THE UNIVERSITY ABOUT THE PROFESSIONAL ACTIVITY OF OUR FACULTY. (#58)
- MEET WITH THE CAS DEAN AND OTHER APPROPRIATE ADMINISTRATORS TO INSURE THEIR UNDERSTANDING OF THE COMMUNICATION DEPARTMENT MISSION. (#67)
- IDENTIFY A PERSON RESPONSIBLE FOR DEVELOPING A COMMUNICATION ALUMNI GROUP. (#71)
- OBTAIN TEACHER-PREPARATION RECOGNITION WITH THE STATE. (#76)
- ESTABLISH SERIES OF MEETINGS BETWEEN THE DEPARTMENT AND VARIOUS ADMINISTRATORS. (#103)
- PROHIBIT THE TEACHING OF COMMUNICATION COURSES BY UNDERGRADUATES. (#113)
- AFFIRM THE VALUE TO THE DEPARTMENT AND UNIVERSITY OF OUTSIDE CONSULTING WHICH IS CONSISTENT WITH DEPARTMENTAL AND UNIVERSITY GOALS. (#146)
- DEVELOP A DATABASE OF CURRENT COMMUNICATION STUDENT ADDRESSES. (#149)

TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

D. SCHOLARSHIP DEVELOPMENT

- PROVIDE THE SERVICES OF RESEARCH ASSISTANTS ON A CONTINUING BASIS TO FACULTY MEMBERS. (#4)
- FOCUS RESEARCH ON THE HIGH TECH ASPECTS OF VARICUS COMMUNICATION AREAS (ORGANIZATIONAL, INTERPERSONAL, MASS, INTERCULTURAL). (#17)
- INCREASE THE AMOUNT OF MONEY AVAILABLE FOR RESEARCH SUPPORT. (#21)
- ACQUIRE HIGH-QUALITY COMMUNICATION RESEARCH CENTER . (#24)
- ACQUIRE HIGH-QUALITY COMMUNICATION PRACTICE CENTER .(#32)
- SET UP COOPERATIVE SUPPORT FOR INDIVIDUAL RESEARCH. (#44)
- COLLABORATE IN RESEARCH EFFORTS (AMONG COMM FACULTY). (#51)
- UNDERTAKE JOINT RESEARCH EFFORTS WITH FACULTY IN OTHER DEPARTMENTS WITH SIMILAR INTERESTS. (#60)
- ENCOURAGE CO-AUTHORED RESEARCH. (#61)
- ESTABLISH A COMMITTEE CHARGED TO FIND WAYS TO INCREASE RESEARCH FUNDS. (#87) (See #101)
- ENCOURAGE JUNIOR FACULTY TO LINK WITH SENIOR FACULTY IN RESEARCH. (#99)
- UTILIZE THE INTERNSHIP PROGRAM AS A MECHANISM TO CONTRIBUTE FACULTY RESEARCH. (#101)
- CONDUCT INTERNAL SEMINARS PRIOR TO MAJOR CONVENTIONS. (#109)
- ESTABLISH DEPARTMENT STANDARDS FOR EVALUATING NON-PRINT SCHOLARSHIP. (#150)
- ENCOURAGE FACULTY TO CONDUCT RESEARCH ON OUR TEACHING EFFORTS THAT IS PUBLISHABLE. (#34)
- INTEGRATE STUDENT LEARNING EXPERIENCES WITH FACULTY INTERESTS. (#81)
- ESTABISH COMMUNITY-BASED SUPPORT GROUP FOR COMMUNICATION RESEARCH. (#127)

*- The items in the box were judged by participants to be closely interrelated.

TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

E. DEVELOPMENT STRATEGIES

- INCREASE THE STUDENT DEMAND FOR OUR COURSES. (#5)
- FOCUS THE STUDENT/PARENT ANGER TOWARD THE ADMINISTRATION WHEN STUDENTS CANNOT GET CLASSES. (#13)
- DECIDE UPON A STRATEGY FOR FOCUSING STUDENT DEMANDS TO SOLVE RESOURCE PROBLEMS. (#89)
- ELIMINATE COMMUNICATION GENERAL EDUCATION COURSE IF THE UNIVERSITY DOES NOT IMPLEMENT THE FIVE-YEAR PLAN. (#119)

F. PART-TIME STAFFING

- PROHIBIT THE TEACHING OF COMMUNICATION COURSES BY UNQUALIFIED INSTRUCTORS. (#97)
- ESTABLISH SYSTEMATIC REVIEW OF PART-TIME FACULTY. (#100)
- DETERMINE THE QUALIFICATIONS FOR PART-TIME TEACHING WITHIN THE COMMUNICATION DEPARTMENT. (#112)
- REDUCE EXCESSIVE RELIANCE ON PART-TIME FACULTY. (#131)

TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

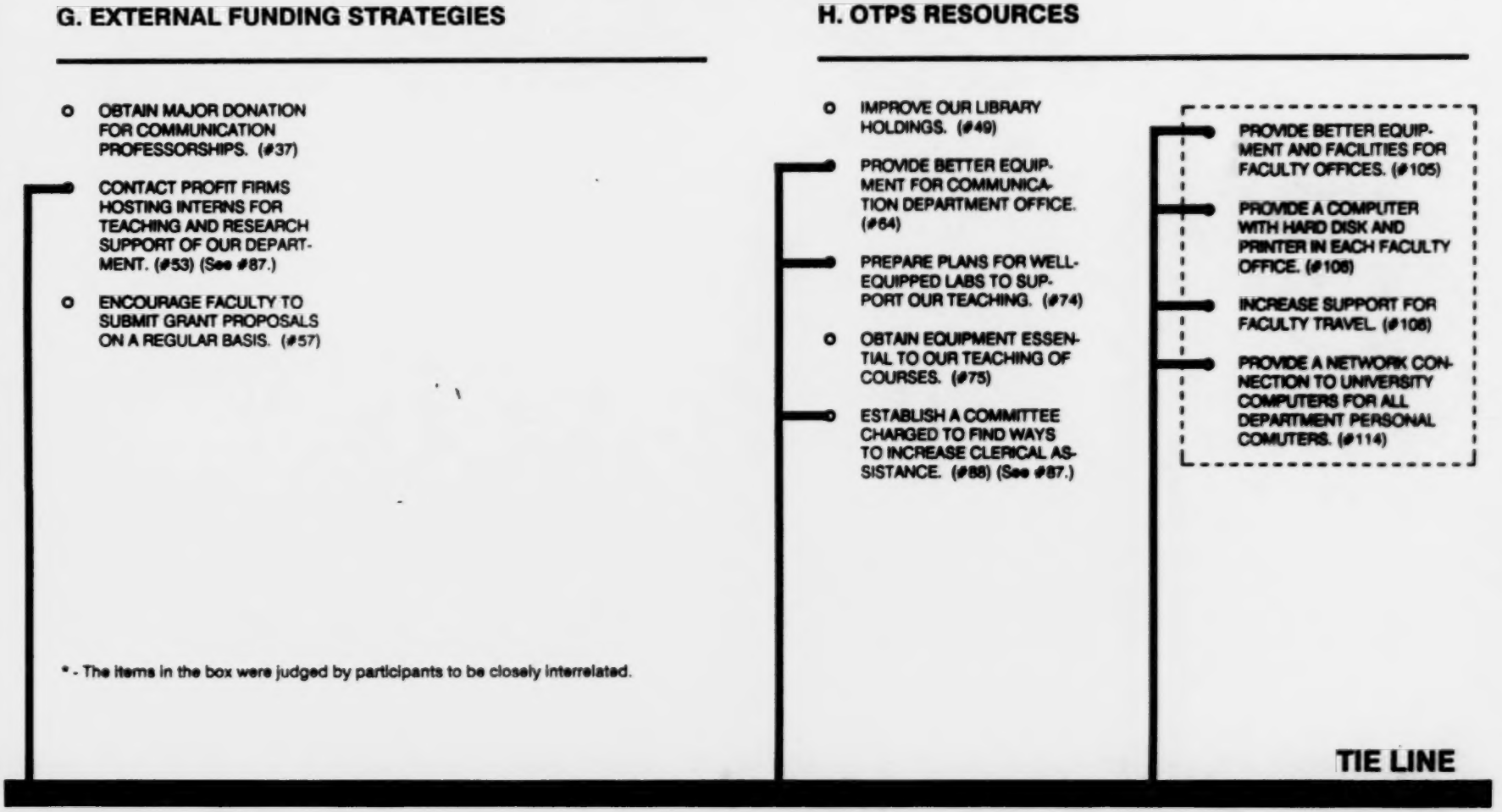
G. EXTERNAL FUNDING STRATEGIES
o OBTAIN MAJOR DONATION FOR COMMUNICATION PROFESSORSHIPS. (#37)
CONTACT PROFIT FIRMS HOSTING INTERNS FOR TEACHING AND RESEARCH SUPPORT OF OUR DEPARTMENT. (#53) (See #87.)
o ENCOURAGE FACULTY TO SUBMIT GRANT PROPOSALS ON A REGULAR BASIS. (#57)
* - The items in the box were judged by participants to be closely interrelated.
H. OTPS RESOURCES
o IMPROVE OUR LIBRARY HOLDINGS. (#49)
PROVIDE BETTER EQUIPMENT FOR COMMUNICATION DEPARTMENT OFFICE. (#64)
PREPARE PLANS FOR WELL-EQUIPPED LABS TO SUPPORT OUR TEACHING. (#74)
o OBTAIN EQUIPMENT ESSENTIAL TO OUR TEACHING OF COURSES. (#75)
ESTABLISH A COMMITTEE CHARGED TO FIND WAYS TO INCREASE CLERICAL ASSISTANCE. (#88) (See #87.)
PROVIDE BETTER EQUIPMENT AND FACILITIES FOR FACULTY OFFICES. (#105)
PROVIDE A COMPUTER WITH HARD DISK AND PRINTER IN EACH FACULTY OFFICE. (#106)
INCREASE SUPPORT FOR FACULTY TRAVEL. (#108)
PROVIDE A NETWORK CONNECTION TO UNIVERSITY COMPUTERS FOR ALL DEPARTMENT PERSONAL COMUTERS. (#114)
TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

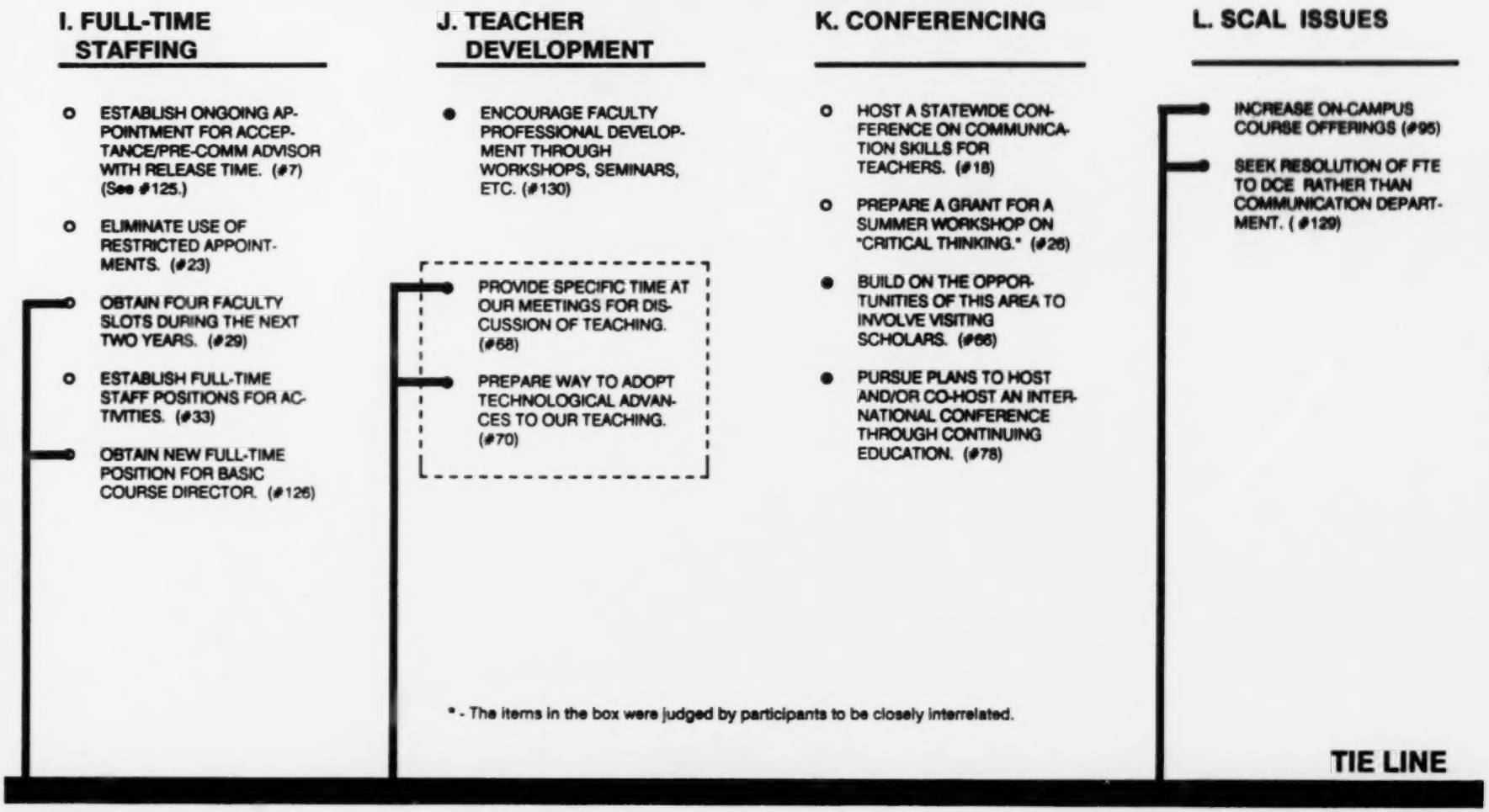
I. FULL-TIME STAFFING
ESTABLISH ONGOING APPOINTMENT FOR ACCEPTANCE/PRE-COMM ADVISOR WITH RELEASE TIME. (#7) (See #125.)
ELIMINATE USE OF RESTRICTED APPOINTMENTS. (#23)
OBTAIN FOUR FACULTY SLOTS DURING THE NEXT TWO YEARS. (#29)
ESTABLISH FULL-TIME STAFF POSITIONS FOR ACTIVITIES. (#33)
OBTAIN NEW FULL-TIME POSITION FOR BASIC COURSE DIRECTOR. (#126)
J. TEACHER DEVELOPMENT
ENCOURAGE FACULTY PROFESSIONAL DEVELOPMENT THROUGH WORKSHOPS, SEMINARS, ETC. (#130)
PROVIDE SPECIFIC TIME AT OUR MEETINGS FOR DISCUSSION OF TEACHING. (#68)
PREPARE WAY TO ADOPT TECHNOLOGICAL ADVANCES TO OUR TEACHING. (#70)
K. CONFERENCING
HOST A STATEWIDE CONFERENCE ON COMMUNICATION SKILLS FOR TEACHERS. (#18)
PREPARE A GRANT FOR A SUMMER WORKSHOP ON "CRITICAL THINKING." (#26)
BUILD ON THE OPPORTUNITIES OF THIS AREA TO INVOLVE VISITING SCHOLARS. (#66)
PURSUE PLANS TO HOST AND/OR CO-HOST AN INTERNATIONAL CONFERENCE THROUGH CONTINUING EDUCATION. (#78)
L. SCAL ISSUES
INCREASE ON-CAMPUS COURSE OFFERINGS (#95)
SEEK RESOLUTION OF FTE TO DCE RATHER THAN COMMUNICATION DEPARTMENT. (#129)
* - The items in the box were judged by participants to be closely interrelated.
TIE LINE

FIGURE 2 (CONT'D)
CHAIR RESPONSIBILITIES:
AMENDED OPTIONS PROFILE FOR ACCOMPLISHING THE OBJECTIVES OF THE COMMUNICATION DEPARTMENT OF THE FUTURE

M1. PLANNING HORIZON

ESTABLISH "PLANNING HORIZONS" FOR IMPLEMENTING ACTIONS AND ACTIVITIES, i.e., TIMELINE. (#16)

- 2 WEEKS
- 1 MONTH
- 2 MONTHS
- 4 MONTHS
- 6 MONTHS
- 9 MONTHS
- 1 YEAR
- 2 YEARS
- 3 YEARS
- 5 YEARS
- 10 YEARS

M2. LEAD RESPONSIBILITY

DESIGNATE SPECIFIC ROLES FOR ACCOMPLISHING THE AGREED-UPON TASKS. (#8)

- DEPT. CHAIR
- SENIOR FACULTY
- JUNIOR FACULTY
- PART-TIME
- DEPT. STAFF
- GTA
- STUDENTS
- SPECIAL COMMITTEE

M3. INFORMAL NETWORKS

- UTILIZE INFORMAL NETWORKS TO DEVELOP SUPPORT. (#42A)
- INVITE DEANS AND VPs TO DEPT. RECEPTIONS. (#42B)
- BROWN-BAG LUNCH WITH EXTERNAL AFFILIATES. (#42C)
- INVITE UNIVERSITY ADMINISTRATORS TO DEPT. SPONSORED LECTURE OR SEMINAR SERIES. (#42D)
- OTHERS. (#42E)

TIE LINE

END

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